



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

ENGLISH TEACHERS' COLUMN

[The purpose of this column is to afford high school teachers and the instructors in the University an opportunity to exchange experiences, information, and opinion regarding the teaching of English. Contributions are encouraged and questions about any phase of English teaching are invited. The Freshman English staff in the University will be glad to serve high school teachers of English in any way it can through this column of the JOURNAL. What problems of English teaching are giving you most concern? Have you tried any special methods or devices that have proved successful? Questions and contributions for this column should be addressed directly to the editor of the JOURNAL.—THE EDITOR.]

THE FRENCH ATTITUDE TOWARDS COMPOSITION

“AS soon as an American teacher comes into direct contact with the French educational system, he marvels at the large place writing holds in the schools and their routine life. First, it matters not in what classroom a small boy may be seen, he is never without his general notebook, in which he records all assignments, all problems, all experiments, all quotations to be learned, all geographical and historical notes and maps, as well as many special exercises; and the language he employs in this work is carefully marked and graded by the teacher. In the second place, compositions are numerous. From the time the boy is regarded as mature enough to think consecutively, he prepares compositions at regular intervals. In some classes he writes two short exercises a week; in others, one more formal piece each week; and still in others, a longer piece every two weeks with shorter exercises every three or five days. In the elementary primary schools, even up to the time the boy is thirteen or fourteen years old, the shorter themes once or twice a week seem to stand in great favor. These vary in length, usually, from a hundred and fifty to four hundred words—they are rather longer than the average American daily theme—and the less frequent, longer compositions range ordinarily from six hundred to fifteen hundred words. Then, in the upper grades, there are, in addition many papers in history, civics, philosophy, and literature. So it may be seen that a boy is provided with much opportunity to write. It is, in fact, scarcely an exaggeration to say that he writes all the time. In any event, his practice is so continuous that he sooner or later comes to do the work in a perfectly normal frame of mind, just as he performs his other school-day labors.

“The volume of required writing, however, is re-

garded as less important than its quality. If a boy thinks and writes poorly, he is looked upon as an unfortunate who deserves either pity or contempt. If, on the other hand, he is able to think and write skillfully, he is held in great honor by his teachers and his classmates. And this interest in ability to write is evident outside the recitation room. Authors of books and articles discuss the perils of the pure mother tongue as seriously as if they were dealing with a question of ethics or of grave national policy. Parents, I found when I was securing composition for the purposes of this book, are usually desirous of preserving the written work of their children. Moreover, when pupils distinguish themselves in examinations—which in France are always largely a matter of composition—they receive prizes and public mention very much as if they were the winners of athletic trophies. Now I would not have anyone make the hasty inference that intellectual contests are substituted for athletics. The French boy loves the open just as much as the American boy does, and outdoor sports are steadily taking a larger place in school life. But the ideal of writing well has been held up before the schoolboy so long, and with such seriousness, that he attaches more importance to ability of this kind than the average American boy could at present be led to comprehend.”—Prof. R. W. Brown, *How the French Boy Learns to Write* (Harvard University Press; \$1.25).

THE LATIN COLUMN

THE CLASSIC REVIVAL

THE following extract from a letter of Dean A. F. West of Princeton University will be of interest to those who believe in the value of the classics in the high school curriculum as well as in college.

CINCINNATI SETS EXAMPLE IN PROVIDING FOR A GENERAL EDUCATION

To the Editor of the New York Times:

“Greek has been restored to the curriculum of the Montclair (N. J.) High School, and a large increase in the Latin enrollment is reported from the Scott High School in Toledo, Ohio, and from the Germantown High School in Philadelphia. So far, so good. Still better news comes from Cincinnati, where, after two years of preparation, the city has established a six-year classical high school in Walnut Hills, with provision for from eight hundred to one thousand pupils. The curriculum will be based mainly on training in the classics, history, mathematics, and the sci-

ences. 'The school,' as the announcement states, 'will seek to develop a scholarly type of student.' It also is planned to enable specially gifted students to go ahead without being kept back by those of slower gait. Instruction will be given in small classes. The study of Latin will be started two years earlier than in the four-year high school. Everything is planned 'to lay deeper and firmer foundations for the work that follows.'

"By this wise and bold move the city of Cincinnati, under the leadership of Superintendent Condon, has shown the way to create a school giving the best general education, based mainly on a few fundamental studies well and amply taught, without the admixture of miscellaneous 'fads and frills.' It has also shown the way to furnish preparation of the best character for our universities, a preparation which may well serve as a standard for the general establishment of a straight six-year high school course, beginning two years earlier than at present and providing really substantial general education for capable boys and girls."

CICERO'S ORATIONS

Teachers, who are accustomed to read with their Cicero classes the four Catilinarian orations, would find it profitable to substitute the oration for Archias, and the Manilian Law for two of them. The orations against Catiline are all concerned with that one event only. The Archias is unsurpassed in its support of the worth of good literature, while the Manilian Law offers much insight into Rome's policies in the administration of her empire—a welcome change from the consul's reviling of the unhappy Catiline.—G. A. HARRER.

AMERICAN SPEECH WEEK

AMERICANS need to learn to speak English. This is one of the outstanding facts brought home to all Americans by the great war. Free institutions cannot be built upon illiteracy. Slovenly English, moreover, is not compatible with either good business or community living.

As a step toward repairing our national linguistic shortcomings the National Council of Teachers of English proposes to set aside the first week in November for a celebration to be known as American Speech Week. This celebration is intended to develop a powerful sentiment in favor of greater clearness, correctness, and appropriateness in the speech of all our people—a speech which shall be English and not

a foreign language. In schools particularly will this celebration be appropriate. Principals and teachers are urged to appoint committees and make active preparation for the celebration.

Such a celebration has already been carried out in large cities like Chicago and in whole states, as in Alabama. The results of these experiences are summed up in a pamphlet called "A Guide to Better American Speech Week," compiled by the Secretary of the American Speech Committee of the National Council of Teachers of English and distributed at cost from the office of the Council, 506 W. 69th St., Chicago.—J. F. HOSIC.

TEACHING AMERICANIZATION BY SPELLING

BELIEVING that the pupils of to-day's schools should be drilled and tested in Americanization words, the Institute for Public Service has compiled spelling lists for grades three to eight from the words used in five important American Documents. These 1,426 words from the Declaration of Independence, Preamble to the Constitution, Bill of Rights, Lincoln's Gettysburg Speech, and Wilson's War Message are suggested for daily drill lessons as among the words may be found many of common usage, and that the lists be used also as a part of the state-wide spelling contests and assembly "spelling bees."

The foreword of the "speller" states that these Americanization words may in time come to rank with the standard spelling scales that are quite the rage in American schools. These words, giving the opportunity for ideas that foster citizenship and patriotism, may serve as tests of spelling ability as well as lists made up from business and personal letters or lists compiled by selecting the first word on every twenty-third page of the dictionary.

The Institute for Public Service, 51 Chambers St., New York City, will without charge tabulate all results that are sent to it, furnish sheets for recording results, and otherwise pass on to teachers any lessons in spelling or in Americanization that may be learned from the use of Americanization words.—INSTITUTE FOR PUBLIC SERVICE, WILLIAM H. ALLEN, Director.

GENTLE reader, do you know of some friend who would like to see a copy of the HIGH SCHOOL JOURNAL? If so, send us his name and address and we will send him a sample copy. If you like the JOURNAL and find it helpful, tell your friends about it. Thank you!